

APPROVED



Veritas Preparatory Charter School

Minutes

Academic Achievement Committee Meeting

Date and Time

Thursday January 14, 2021 at 8:00 AM

Location

Veritas Prep Charter School 1st Floor Conference Room or Zoom Dial-In Number: Join Zoom Meeting

Ashley Martin is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us02web.zoom.us/j/6012703592>

Meeting ID: 601 270 3592

One tap mobile

+19292056099,,6012703592# US (New York)

Dial by your location

+1 929 205 6099 US (New York)

Meeting ID: 601 270 3592

Committee Members Present

A. Clark (remote), A. Errichetti, A. Martin (remote), D. Janes (remote), R. Romano (remote), R. Sela (remote)

Committee Members Absent

G. Moody, J. Crowell

Guests Present

jonathan Swan (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

R. Sela called a meeting of the Academic Achievement Committee of Veritas Preparatory Charter School to order on Thursday Jan 14, 2021 at 8:06 AM.

C. Approve December Minutes

D. Janes made a motion to approve the minutes from Academic Achievement Committee Meeting on 12-10-20.

A. Errichetti seconded the motion.

The committee **VOTED** unanimously to approve the motion.

II. Academic Achievement

A. Key Academic Goals Report

Ms. Clark reported on attendance data, which is lower than earlier in the year. More students are calling out sick than earlier in the year. She reviewed chronic absenteeism rate, which is better than our chronic absenteeism rate in in person learning. She outlined the process of what happens at different points in student absences: at number 3, 5, 7.

Mr. Janes inquired about staff well-being. Ms. Clark shared how we are adjusting schedules and required tasks for teachers in order to accommodate different needs coming up for staff during this unpredictable time. Ms. Martin shared that the mid year teacher survey data will be available for the committee to look at next month.

Ms. Clark then followed up on interim assessment data from ANet for special education students, which we said last month we would do. There is a gap between general education student performance and special education student performance at 6th grade in particular and in reading at 7th and 8th. In order to put the data in perspective, a strong average that is related to strong performance on MCAS tends to be mid fifties to low sixties. The committee would like to look at MAP Growth data for special education students next to their interim assessment data.

B. Tiered Focus Monitoring Update

Mr. Swan shared how this tiered focus monitoring system is a replacement for the state's coordinated program review that they did with each district. Now, the tiered focused monitoring approach is differentiated by districts based on the evidence districts submit each year. Although this is still a six year process, what ESE focuses on in each three year cycle varies. The monitoring system looks at special education, civil rights, and English Learner compliance. Our school recently submitted a self assessment this fall (October 30) around different indicators for special education compliance. When ESE visits in the spring, they will be doing interviews with staff and parents around the self assessment we submitted. The self assessment focuses on a sample of 15 individual student records as a sample from the school as a whole. There are three indicators that the state gives a rating on before their site visit, two of which are relevant for our school. These indicators are related to meeting timelines for meetings and IEP completion and on transition goals for students. We met the requirements for 100% compliance on these indicators. Based on our self assessment data submitted in the fall, ESE assigned us to tier 1, which means we have the lowest level of intervention and monitoring required. The on-site visit will be in March via phone or Zoom. This information from this tiered monitoring report is a part of our five year charter renewal.

C. Remote Learning/Hybrid Planning Updates

Ms. Martin shared how we have brought back a pod of six students who all have IEPs and for whom remote learning is not working. We hired an academic tutor to support those students and our operations team has put in place COVID procedures for that group.

D. Knowledge Building about High School Accountability System from ESE

Ms. Sela shared the components of the accountability system for high schools as it exists now, though it could evolve by the time our high school opens. The state designed the accountability system to look at all students and the lowest quartile of students. The first three indicators are absolute performance indicators (i.e. how students did on state end of year assessments), which is true for both middle school and high school. The next set of indicators are focused on student growth on end of year assessments. This is similar to middle school performance as well. The next indicator is focused on English Learners, who can often be the most vulnerable learners. This indicator focuses on their progress in their English language development. The last indicator that is the same between middle school and high school is chronic absenteeism.

Four year cohort graduation rate, extended engagement rate, annual drop out rate, and advanced coursework participation rate are the four indicators that are additional for high schools. Ms. Sela emphasized we will build our knowledge of these over the coming months. We discussed how next time we could talk more about the types of questions we as a board could be asking the design team and need to ask to govern effectively once the high school launches.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 AM.

Respectfully Submitted,
A. Martin